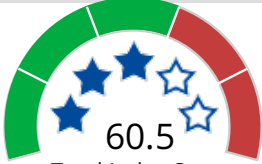


School Level: High School

Grade Levels: 09-12

District: Lyon

School Address: 3755 W. Spruce Avenue
Silver Springs, NV 89429

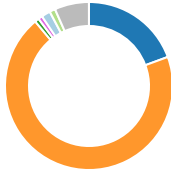


60.5
Total Index Score

School Type: Regular

School Designation: No Designation

95% Assessment Participation: Met

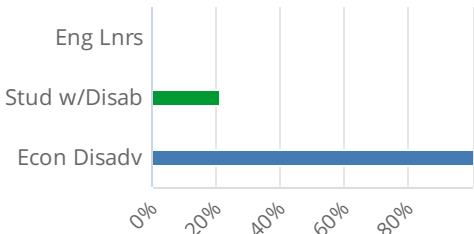


Student Race/Ethnicity
69.3% White
0.8% BI/Afr Am
19.3% Hisp/Latino
0.8% Asian
1.7% Am Ind/AK Nat
1.1% Pac Isl
6.6% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	68.3 ★★
2021-2022	72.2 NR

Additional Student Groups




What does my school rating mean?
Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 82 ★★★★
At or above 82 ★★★★★


2023-2024 School Performance



5.5/25

Academic Achievement Indicator


Measure	School Rate	District Rate
Math Proficiency	8.1	9.5
ELA Proficiency	23.6	27.2
Science Proficiency	25.8	16.3



22/30

Graduation Rates Indicator


Measure	School Rate	District Rate
4-Year	83.9	86.4
5-Year	93.1	86.7



N/A

English Language Proficiency Indicator


Measure	School Rate	District Rate
Met EL AGP Target	-	10.9



4/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	93.9	86.5
Chronic Absenteeism	44.0	40.2
Climate Survey Participation	62.0	N/A




23/25

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	80.9	61.3
Post-Secondary Preparation Completion	68.2	37.3
Advanced or CCR Diploma	26.0	31.9

Climate Survey Participation is not a point-earning measure.
Graduation and diploma rates are based on the class of 2022-2023.



Academic Achievement

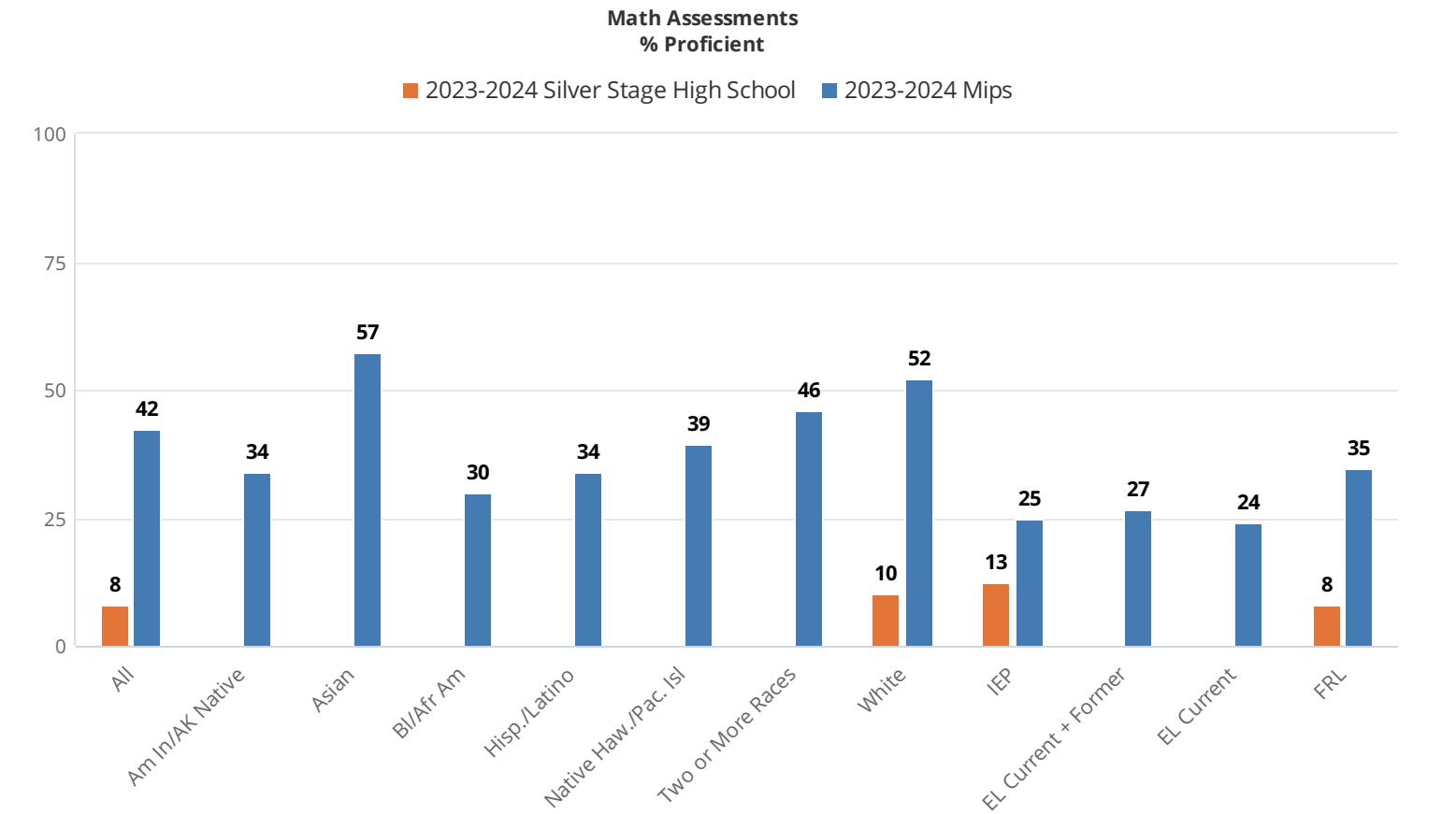
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.


Math Proficient

Math Proficient Points Earned: 1.5/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	8.1	9.5	42.41	9.5	10.4	39.38
American Indian/Alaska Native	-	<5	34.09	-	8.3	30.62
Asian	N/A	-	57.36	N/A	-	55.12
Black/African American	N/A	-	30.05	-	-	26.37
Hispanic/Latino	<5	5.1	33.92	7.1	<5	30.44
Pacific Islander	-	-	39.35	-	20.0	36.16
Two or More Races	-	8.1	45.95	-	16.6	43.1
White/Caucasian	10.4	12.4	52.2	9.7	12.7	49.68
Special Education	12.5	<5	24.88	13.3	<5	20.93
English Learners Current + Former	-	<5	26.71	-	<5	22.86
English Learners Current	-	<5	24.22	-	<5	20.23
Economically Disadvantaged	8.1	7.3	34.84	9.5	6.2	31.41



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

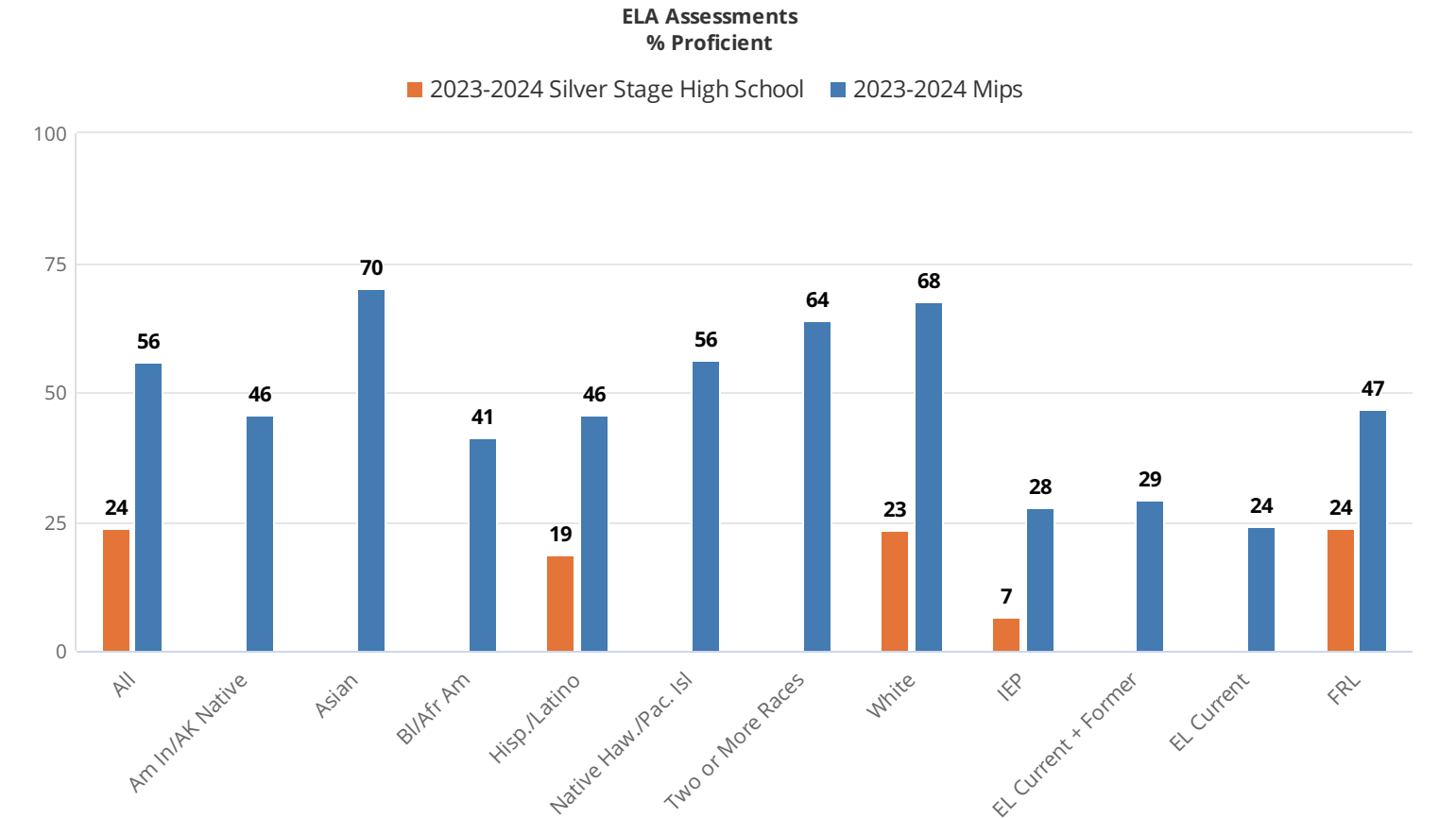



Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 2/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	23.6	27.2	55.88	26.9	33.5	53.55
American Indian/Alaska Native	-	9.0	45.78	-	11.4	42.92
Asian	N/A	-	70.08	N/A	-	68.51
Black/African American	N/A	-	41.18	-	-	38.08
Hispanic/Latino	18.7	18.8	45.55	42.8	28.5	42.69
Pacific Islander	-	-	56.06	-	30.0	53.74
Two or More Races	-	31.9	64.05	-	33.3	62.16
White/Caucasian	23.4	32.7	67.63	21.9	37.3	65.93
Special Education	6.6	5.2	27.73	6.6	<5	23.93
English Learners Current + Former	-	<5	29.28	-	<5	25.56
English Learners Current	-	<5	24.17	-	<5	20.18
Economically Disadvantaged	23.6	25.9	46.55	26.9	24.4	43.73



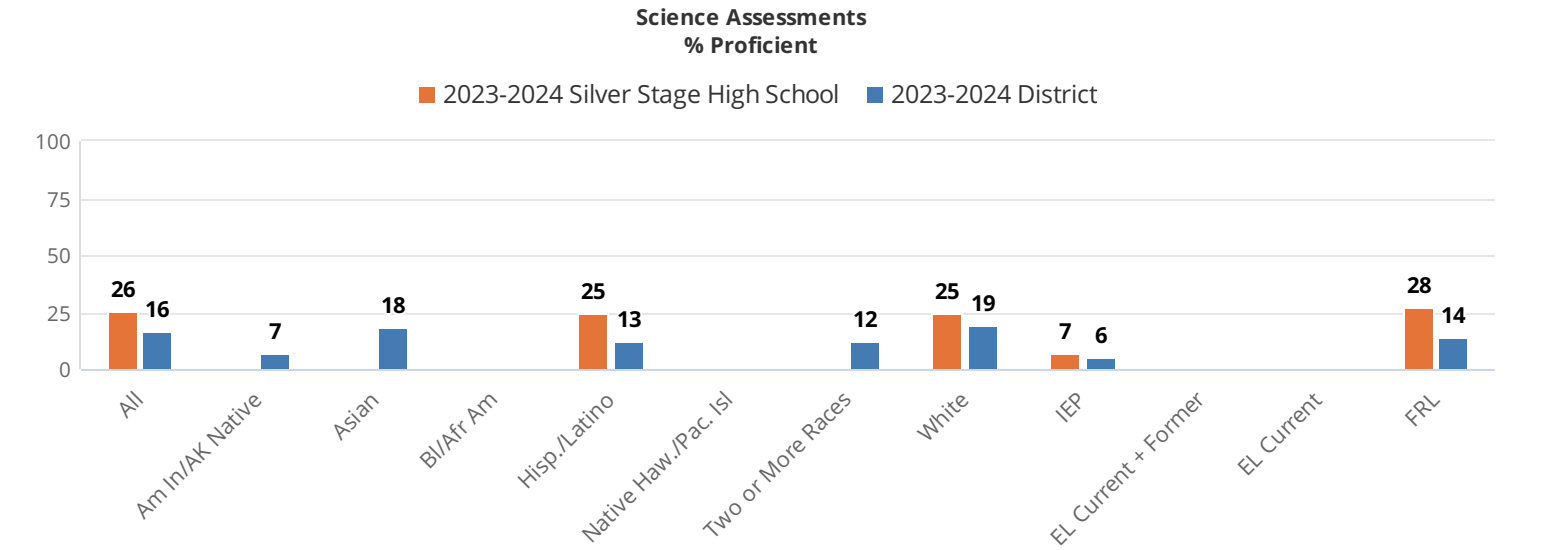


Academic Achievement

Science Proficient

Science Proficient Points Earned: 2/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	25.8	16.3	25.9	21.0
American Indian/Alaska Native	-	7.4	-	<5
Asian	-	18.1	N/A	-
Black/African American	-	-	N/A	-
Hispanic/Latino	25.0	12.6	11.7	13.2
Pacific Islander	-	-	-	-
Two or More Races	-	11.9	-	28.5
White/Caucasian	24.5	18.9	28.3	24.9
Special Education	7.1	5.7	18.7	6.6
English Learners Current + Former	-	<5	N/A	<5
English Learners Current	-	<5	N/A	<5
Economically Disadvantaged	27.5	14.0	16.3	15.5




Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



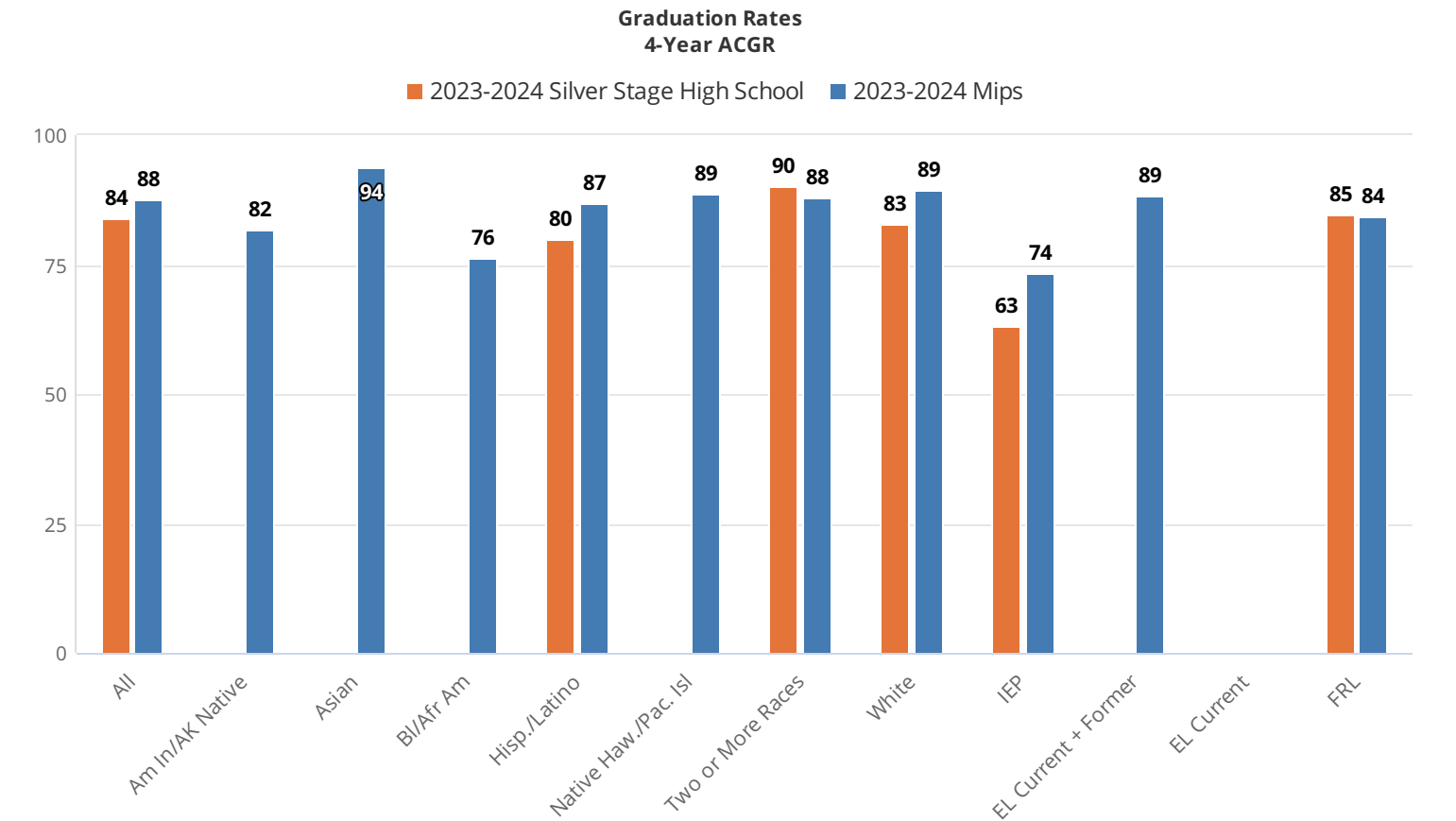
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 17/25

Groups	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP
All Students	83.9	86.4	87.7	91.7	84.5	86
American Indian/Alaska Native	N/A	80.0	81.9	N/A	75.0	79.9
Asian	-	90.9	93.9	N/A	>95	93.7
Black/African American	N/A	-	76.1	N/A	-	74
Hispanic/Latino	80.0	85.2	86.9	93.3	90.2	85.1
Pacific Islander	-	-	88.7	N/A	-	87.1
Two or More Races	90.0	93.3	88.1	-	80.0	86.4
White/Caucasian	82.7	86.6	89.4	92.1	82.3	88.1
Special Education	63.1	64.7	73.5	-	60.7	71.3
English Learners Current + Former	N/A	N/A	88.5	N/A	N/A	86.8
English Learners Current	-	85.7	-	-	91.3	-
Economically Disadvantaged	84.8	81.4	84.4	87.7	76.0	82.5



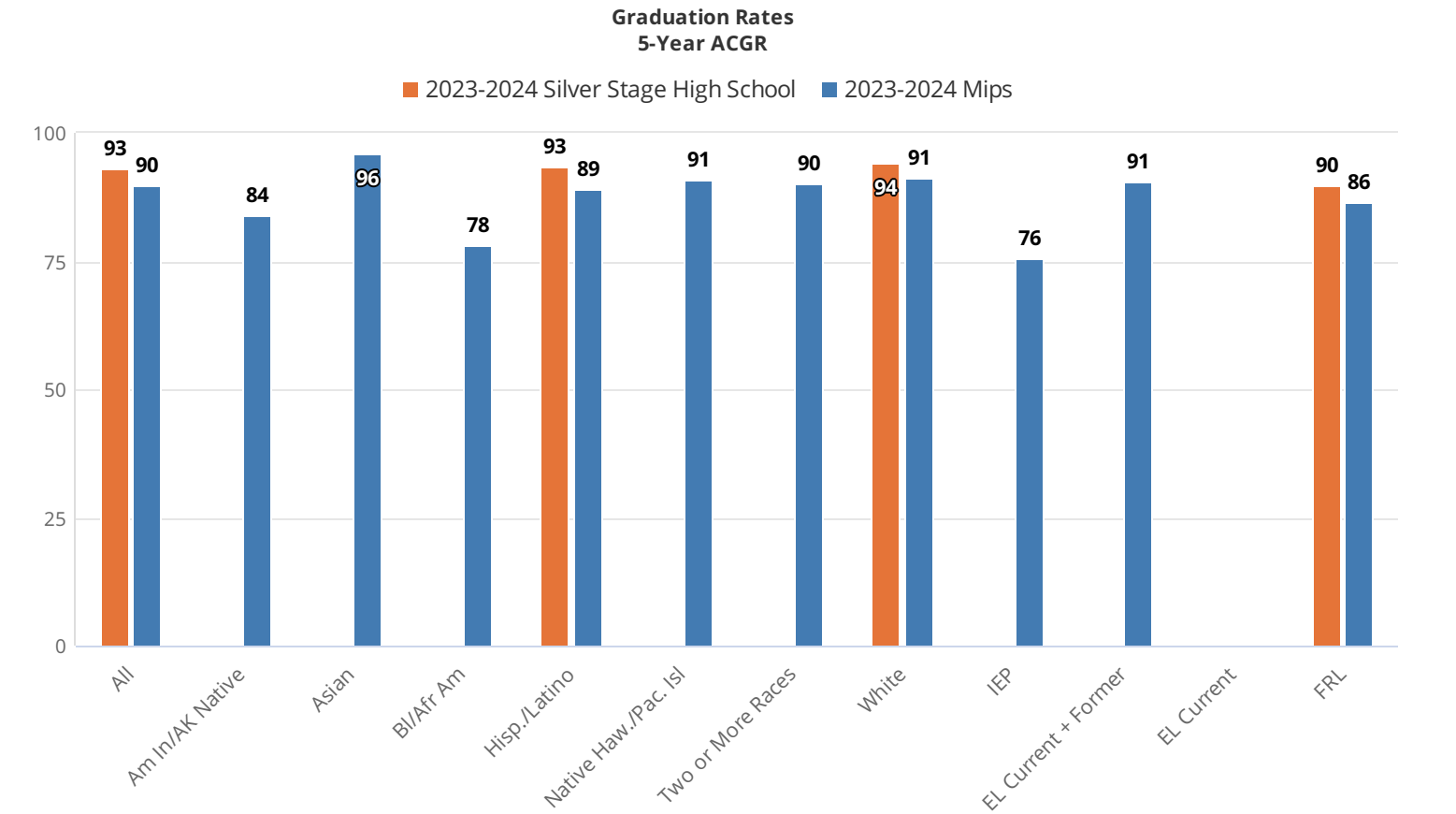
22/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP
All Students	93.1	86.7	89.7	90.5	87.6	88
American Indian/Alaska Native	N/A	85.7	83.9	-	76.9	81.9
Asian	N/A	>95	95.9	N/A	-	95.7
Black/African American	N/A	-	78.1	-	-	76
Hispanic/Latino	93.3	91.4	88.9	85.7	90.1	87.1
Pacific Islander	N/A	-	90.7	-	-	89.1
Two or More Races	-	80.0	90.1	-	88.2	88.4
White/Caucasian	94.1	84.5	91.4	90.5	87.2	90.1
Special Education	-	65.4	75.5	72.7	73.3	73.3
English Learners Current + Former	N/A	N/A	90.5	N/A	N/A	88.8
English Learners Current	-	>95	-	-	80.0	-
Economically Disadvantaged	89.7	79.1	86.4	87.7	81.6	84.5



'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

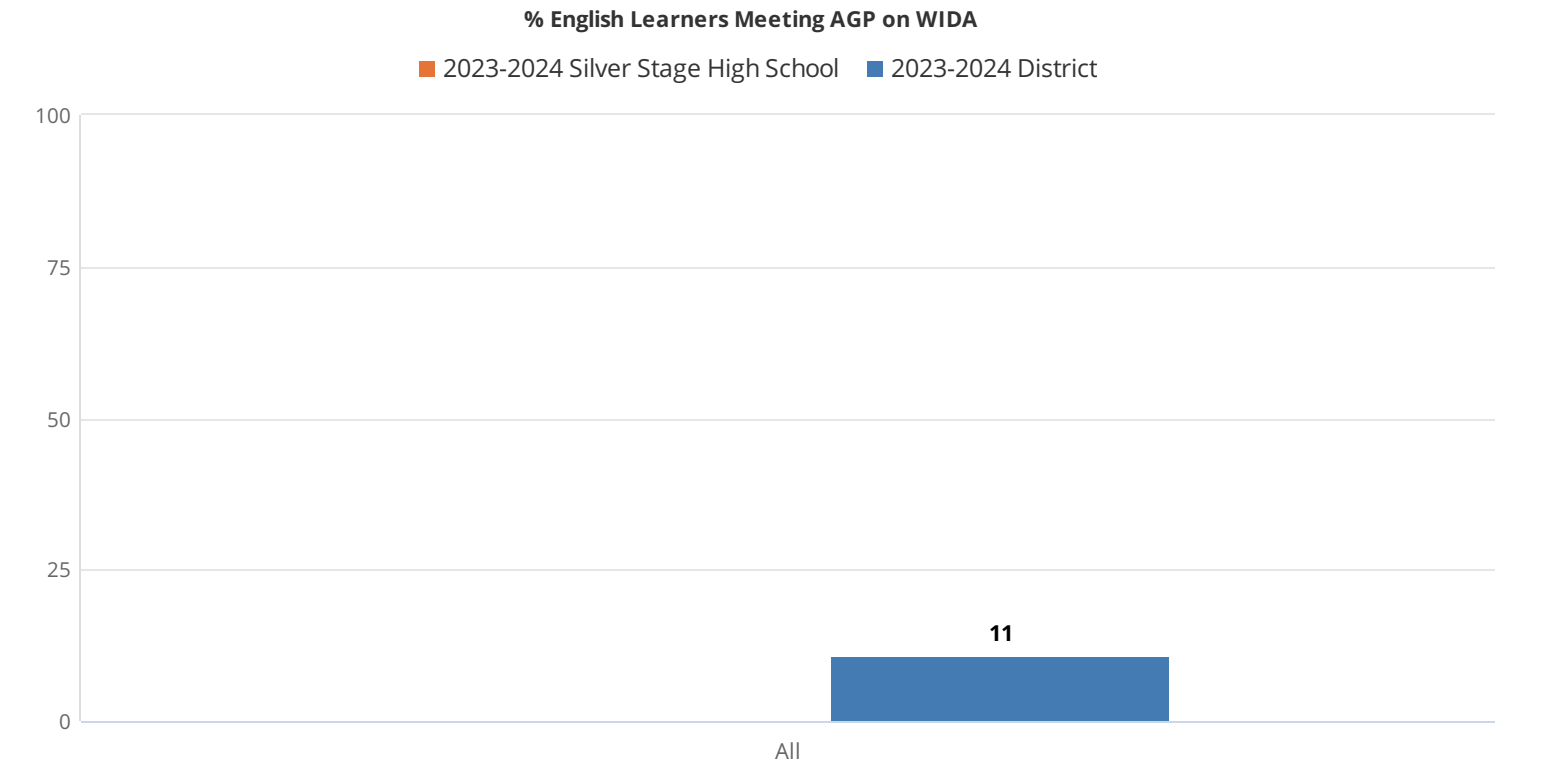
N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	-	-	10.9	-	-	7.1



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>

23/25

College and Career Readiness

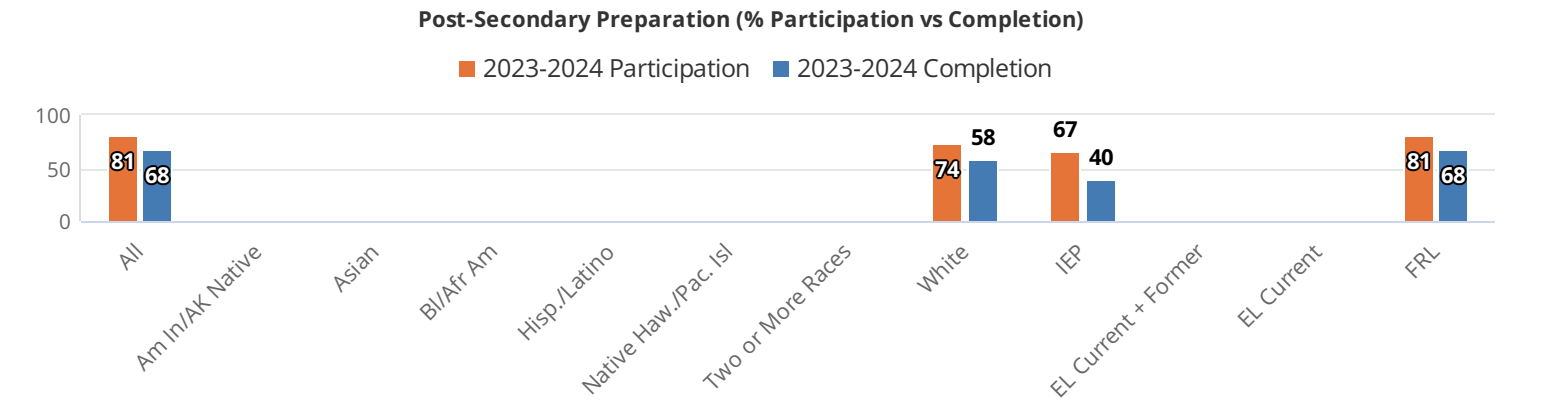
The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation		Post-Secondary Preparation Participation Points Earned: 10/10		
Groups	2024 % Participation	2024 % Participation District	2023 % Participation	2023 % Participation District
All Students	80.9	61.3	85.5	64.4
American Indian/Alaska Native	-	35.1	N/A	57.1
Asian	N/A	-	-	50.0
Black/African American	-	-	N/A	-
Hispanic/Latino	>95	60.8	66.6	64.9
Pacific Islander	-	90.9	-	-
Two or More Races	-	66.6	-	57.1
White/Caucasian	74.4	63.0	90.1	66.5
Special Education	66.6	38.2	64.7	47.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	41.6	-	42.4
Economically Disadvantaged	80.8	56.7	84.0	59.7

Post-Secondary Preparation Completion		Post-Secondary Preparation Completion Points Earned: 10/10		
Groups	2024 % Completion	2024 % Completion District	2023 % Completion	2023 % Completion District
All Students	68.2	37.3	60.5	42.3
American Indian/Alaska Native	-	16.2	N/A	23.8
Asian	N/A	-	-	40.0
Black/African American	-	-	N/A	-
Hispanic/Latino	>95	40.2	41.6	40.6
Pacific Islander	-	45.4	-	-
Two or More Races	-	28.5	-	32.1
White/Caucasian	58.1	38.1	64.7	45.5
Special Education	40.0	16.0	35.2	21.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	16.6	-	21.2
Economically Disadvantaged	68.0	34.0	60.0	37.1



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

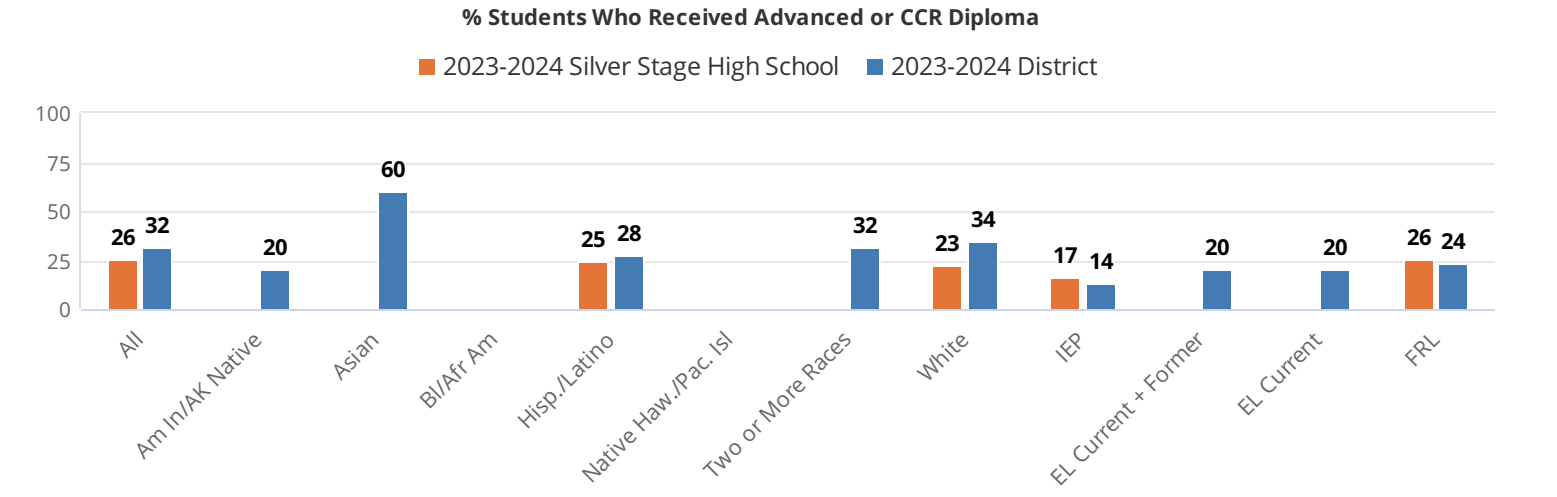
23/25

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5


Groups	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District
All Students	26.0	31.9	32.8	33.0
American Indian/Alaska Native	N/A	20.0	N/A	27.7
Asian	-	60.0	N/A	50.0
Black/African American	N/A	-	N/A	-
Hispanic/Latino	25.0	27.8	35.7	32.4
Pacific Islander	-	-	N/A	-
Two or More Races	-	32.1	-	41.6
White/Caucasian	22.9	34.2	34.0	33.2
Special Education	16.6	13.6	-	9.8
English Learners Current + Former	-	20.0	-	14.2
English Learners Current	-	20.0	-	14.2
Economically Disadvantaged	26.0	23.7	30.2	25.3



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	<5	<5	71.4	55.5	<5	<5	57.1	47.6
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	<5	7.6	84.6	69.2	<5	<5	92.3	84.6
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	<5	<5	65.1	48.8	<5	<5	46.5	39.5
Special Education	<5	<5	46.6	20.0	<5	<5	46.6	33.3
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	<5	<5	72.3	59.5	<5	<5	57.4	46.8

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

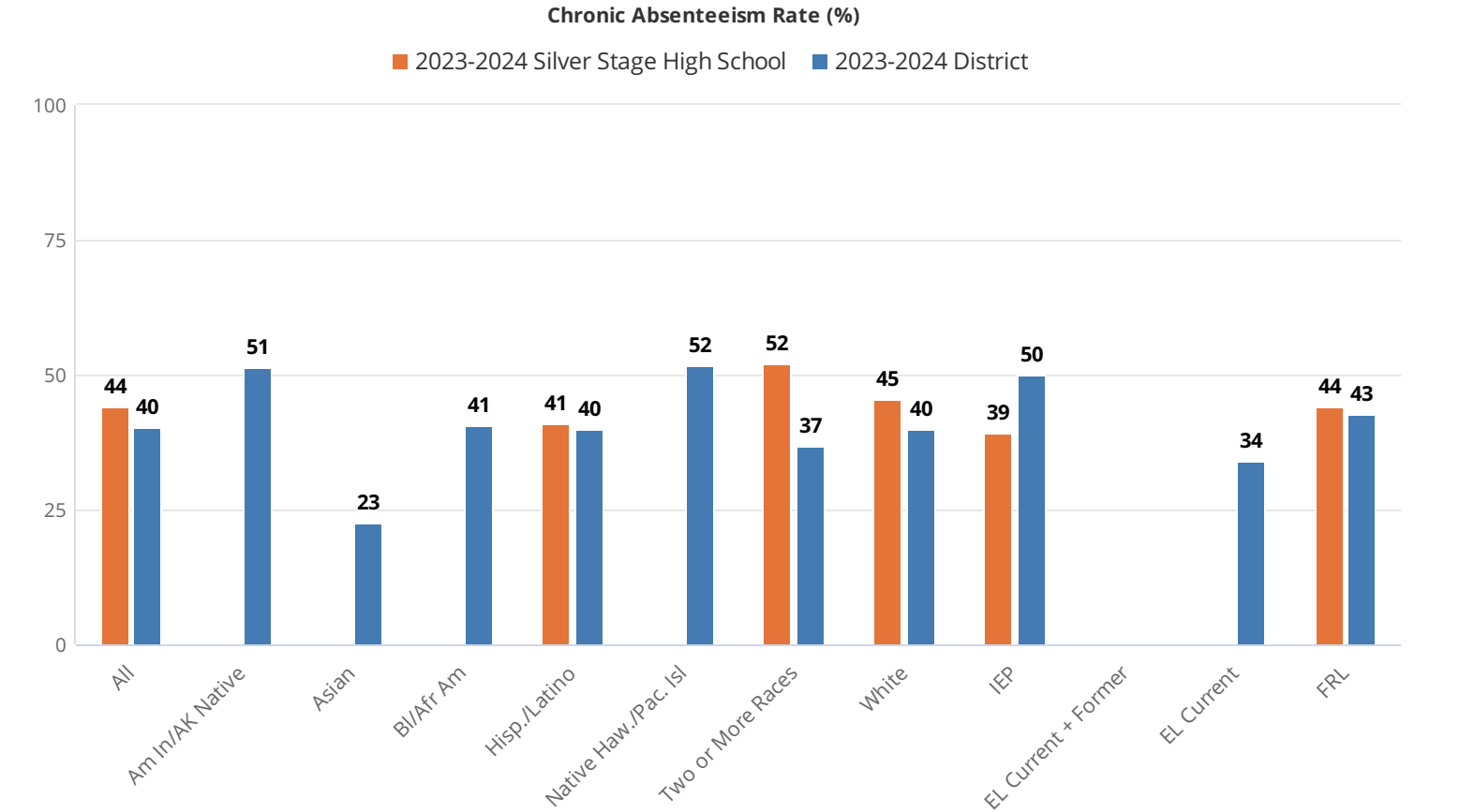
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

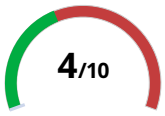
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/5

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	44.0	40.2	36.8	39.0
American Indian/Alaska Native	-	51.3	-	52.5
Asian	-	22.5	-	14.7
Black/African American	-	40.6	-	37.9
Hispanic/Latino	40.9	40.0	33.3	40.8
Pacific Islander	-	51.7	-	36.6
Two or More Races	52.0	36.8	41.3	38.2
White/Caucasian	45.4	40.1	37.7	37.8
Special Education	39.4	50.0	32.8	41.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	34.0	-	41.4
Economically Disadvantaged	44.0	42.7	36.8	46.3

Reducing Chronic Absenteeism by 10% bonus points: NA



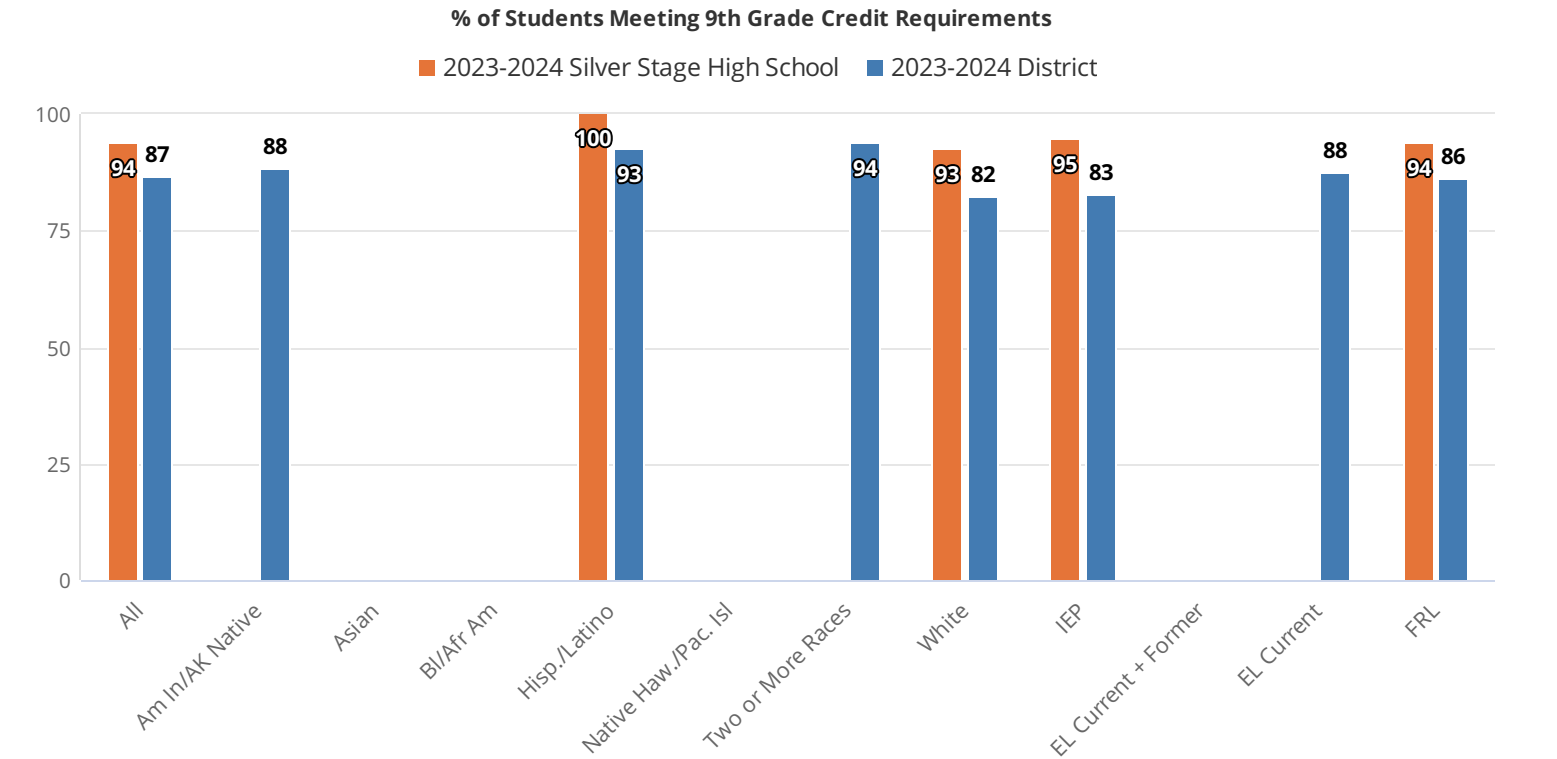


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	93.9	86.5	91.6	89.6
American Indian/Alaska Native	N/A	88.4	-	78.2
Asian	-	-	N/A	-
Black/African American	-	-	-	-
Hispanic/Latino	100.0	92.7	100.0	90.3
Pacific Islander	-	-	N/A	-
Two or More Races	-	94.0	-	93.5
White/Caucasian	92.7	82.3	89.5	89.2
Special Education	94.7	82.9	93.7	81.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	87.7	-	86.3
Economically Disadvantaged	93.9	86.1	91.6	86.3



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.